DOCUMENT RESUME

ED 112 582 EC 073 782

TITLE Suggested Program Assessment Checklist.
INSTITUTION New York State Education Dept., Albany. Div. for Handicapped Children.
PUB DATE [75]
NOTE 65p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Check Lists; Educational Programs; Equipment; Exceptional Child Education; Facilities; *Handicapped Children; *Program Evaluation; Services; Student Placement

ABSTRACT

Presented are program assessment checklists to be used as guides for planning, implementation, and improvement of educational programs for handicapped children. Separate checklist formats are provided for the following handicapping conditions: severely health and physically impaired; physically handicapped; visually handicapped; multiply handicapped; speech, language, and hearing handicapped and severely speech impaired; severely handicapped (deaf) and hearing impaired; learning disabled; emotionally and severely emotionally disturbed; and educable and trainable mentally retarded. Checklists are offered which identify strengths and weaknesses of several program components such as eligibility; assessment and placement; comprehensive programs and services; housing facilities, equipment, and materials; and educational programs. (SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112582

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EC

suggested PROGRAM ASSESSMENT checklist

The University of the State of New York
The State Education Department
Albany, New York 12234

EC073782

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1981 Theodore M. Black, A.B., Litt.D., LL.D., Pd.D. Chancellor.....Sands Point

1987 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.
Vice Chancellor.....Purchase

1978 Alexander J. Allan, Jr., LL.D., Litt.D.....Troy

1980 Joseph T. King, LL.B.....Shelter Island

1981 Joseph C. Indelicato, M.D.....Brooklyn

1979 Francis W. McGinley, B.S., J.D., LL.D.....Glens Falls

1986 Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.....Hastings on Hudson

1983 Harold E. Newcomb, B.A.....Owego

1988 Willard A. Genrich, LL.B., L.H.D.....Buffalo

1982 Emlyn I. Griffith, A.B., J.D.....Rome

1977 Genevieve S. Klein, B.S., M.A.....Bayside

1981 William Jovanovich, A.B., LL.D., Litt.D., L.H.D.....Briarcliff Manor

1976 Mary Alice Kendall, B.S.....Irondequoit

1984 Jorge L. Batista, B.A., J.D.....Bronx

1982 Louis E. Yavner, LL.B.....New York

President of The University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services
William L. Bitner III

Director, Division for Handicapped Children
Raphael F. Simches

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSOCIATE COMMISSIONER FOR
INSTRUCTIONAL SERVICES

To the reader:

The attached Suggested Checklist for Quality Programs is a document which has been created by personnel of the Division for Handicapped Children. The intent of the document is to provide you with what we consider to be some of the important elements in any program dealing with handicapped children; it is not a statement of mandated program requirements.

Through the use of this document, you will be able to review your programs for handicapped children in a manner which will allow the identification of both strengths and weaknesses. Each of the checklists contain important, desirable elements which we hope you will consider in reviewing your existing programs or in developing new programs. After completing a given checklist, an excessive amount of checks in the columns headed: "Some", "None", and "Unknown" can be a key to program areas which need more attention.

The guidelines are intended solely for your internal use. We trust you will find them useful working documents which can assist you in your efforts to develop effective, well-balanced programs for the handicapped.

William L. Bitner III
Associate Commissioner

FOREWORD

The suggested Checklist for Quality Programs has been developed in an effort to provide you with a standard against which you may review your existing programs for the handicapped and by which your planning for new programs may be enhanced.

The checklists, themselves, are not to be considered elements for evaluation as much as they are items to be used as guides for program planning, implementation and improvement.

The development of these guidelines has involved the efforts of the total staff of the Division for Handicapped Children and the contributions of local educators. Each Bureau of the Division has sought to identify the most important areas of concern and suggested reasonable standards to help assure quality programming for the handicapped of New York.

The Checklist is a suggested guideline to program criteria. Although the items on the list reflect the judgement of many educators, not everyone who reads this document will agree with all of the suggestions. They are to be interpreted as relative rather than absolute statements about effective programs for handicapped children.

Essentially, we see this document as part of a process of establishing workable program guidelines. As the Checklist is used, evaluated and updated, its validity will increase. We welcome your judgement of its usefulness and your suggestions for changes and additions.

Raphael Simches

Raphael F. Simches
Director, Division for
Handicapped Children

TABLE OF CONTENTS

Foreword	iv
Introduction	1
Suggested Program Assessment Checklists:	
1. Severely Health Impaired and Severely Physically Handicapped	4
2. Physically Handicapped	11
3. Visually Impaired	18
4. Multiply Handicapped	23
5. Speech, Language and Hearing Handicapped and Severely Speech Impaired	27
6. Severely Handicapped (Deaf) and Hearing Impaired	32
7. Learning Disabled	38
8. Emotionally Disturbed and Severely Emotionally Disturbed	44
9. Educable Mentally Retarded and Trainable Mentally Retarded	50

INTRODUCTION

In response to the Fleischmann Commission's urging for more effective and compassionate treatment of handicapped children in New York State, the Regents of The University of the State of New York adopted a statement of policy and proposed action, "The Education of Children with Handicapping Conditions."

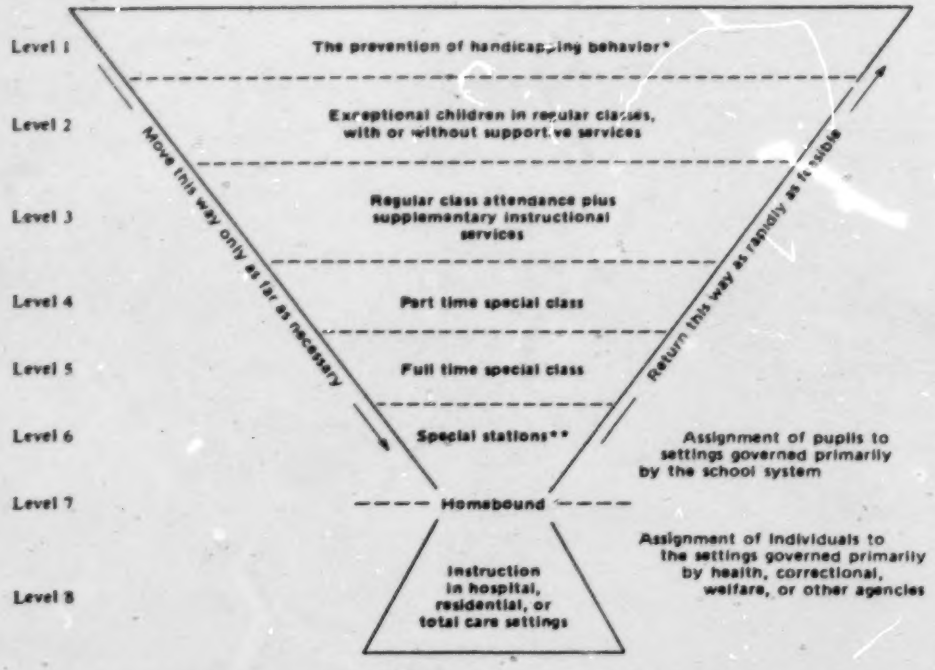
The 1974 legislation known as Chapter 241 reflects the New York State Legislature's response to the Regents' recommendations in this paper. Chapter 241 provides special funding to aid districts in serving their handicapped children and requires local planning for improving special education services.

To assist parents, teachers, administrators, and others who are attempting to improve educational services for children with handicapping conditions, the New York State Education Department has developed a set of suggested criteria for the assessment of programs for and services to these children. These criteria exist in conjunction with the Commissioner's Regulations regarding the definitions of handicapping conditions and the various funding sources for these conditions.

These suggested criteria are provided in separate checklist formats for the following handicapping conditions:

1. Severely Health Impaired and Severely Physically Handicapped
2. Physically Handicapped
3. Visually Handicapped
4. Multiply Handicapped
5. Speech, Language and Hearing Handicapped and Severely Speech Impaired
6. Severely Handicapped (Deaf) and Hearing Impaired
7. Learning Disabled
8. Emotionally Disturbed and Severely Emotionally Disturbed
9. Educable Mentally Retarded and Trainable Mentally Retarded

The use of these suggested program assessment checklists should not preclude attention to individual differences among children with handicapping conditions. Within programs each student may operate differently. The need for intervention, special services, special techniques, and the like will vary according to the intensity of the individual's condition and need. Some students will benefit most by participating primarily in regular classes while receiving some limited special services, while others may need full-time special service. Service alternatives provided to children with handicapping conditions should use individual considerations in determining appropriateness of the service for each child. A model follows.


Level 1
The prevention of handicapping behavior*
Level 2
Exceptional children in regular classes, with or without supportive services
Level 3
Regular class attendance plus supplementary instructional services
Level 4
Part time special class
Level 5
Full time special class
Level 6
Special stations**
Level 7
Homebound
Level 8
Instruction in hospital, residential, or total care settings
Move this way only as far as necessary
Return this way as rapidly as feasible
Assignment of pupils to settings governed primarily by the school system
Assignment of individuals to the settings governed primarily by health, correctional, welfare, or other agencies

*This means the development of positive cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public school systems.

Figure 1. The cascade system of special education service (E. Deno. Strategies for improvement of educational opportunities for handicapped children: Suggestions for exploitation of EPDA potential. In M.C. Reynolds and M.D. Davis (Eds.), Exceptional Children in Regular Classrooms. Minneapolis: University of Minnesota, 1971.)

Reprinted from "The Organization and Administration of Special Education and Education of the Gifted," Policy Statements Approved by the 1973 CEC Delegate Assembly, p. 2 by permission of the Council for Exceptional Children.

The suggested program assessment criteria, then, apply to characteristics of programs provided rather than to a single student's needs which must be individually determined. As one looks at the check-list for a particular program, marks in the colums "some," "none," or "unknown" should provide immediate direction for further study and action.

SEVERELY HEALTH IMPAIRED
And
SEVERELY PHYSICALLY HANDICAPPED

A child who must function in a physical environment specially designed; or needs medical intervention and/or maintenance; or who requires individual or small group instruction at a pupil/teacher ratio not to exceed 10 to 1.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST
For

SEVERELY HEALTH IMPAIRED
And
SEVERELY PHYSICALLY HANDICAPPED

Children who must function in a rigid and specially designed physical or educational environment due to severe health, orthopedic, or neurological problems and who have needs for major medical and educational interventions which require to a large degree self-contained environments.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. A child who meets the following requirements is eligible for and is placed in a special education class for severely physically handicapped children and/or severely health impaired.				
a. Each child is of legal school age.				
b. Each child is capable of profiting from instruction as determined through assessment procedure.				
c. Each child has a congenital or acquired physical or health disability which prevents successful functioning in a regular school.				
d. Each child meets the handicapping condition definition.				
2. A current medical report of a licensed physician presently treating each child's condition was required upon entrance and is on file.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
B. Assessment and Placement				
1. The Committee on the Handicapped reviews and recommends placement of pupils in classes annually.				
2. The school district has written criteria to determine eligibility for and placement of students in approved programs and services. Such criteria includes:				
a. Placement on the basis of the Commissioner of Education's Rules and Regulations.				
b. Assessment of achievement, adjustment and social adaptability.				
c. Placement of students on the basis of individual needs.				
d. Conferences with parent(s) or guardian(s) prior to placement of any student in approved programs or services.				
C. Comprehensive Programs and Services				
1. The program consists of instructional services at primary, intermediate, junior high and senior high school levels.				
2. The program provides for supervision and services such as occupational therapist, physical therapist, school psychologist and work-study coordinator.				
D. Housing, Facilities, Equipment and Materials				
1. Each special education class is housed in an approved school building or hospital with children of comparable chronological age.				
2. There are adequate materials appropriate for the age, developmental ability and handicaps of the students in these classes.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
3. Each classroom housing a special education class for children provides space adequate for the storage and handling of the special materials and equipment needed in the instructional program.				
4. All necessary special equipment and furnishings for the instruction, safety and treatment of severely crippled children and health-handicapped children is provided.				
a. A building entrance is at ground level or equipped with an appropriate ramp.				
b. A loading and unloading dock for buses and other means of transportation is situated in a safe area away from the children's playground and other hazards.				
c. Classrooms, occupational therapy and physical therapy rooms, cot rooms and nurse's office are located on the first floor unless elevators are available.				
d. Toilet rooms, drinking fountains and lavatories are appropriately equipped for crippled children, including necessary safety grab bars and at least one stall designed to accommodate a wheel chair.				
e. Classrooms and therapy facilities are equipped with specialized equipment to meet the needs of the children in attendance.				
f. Floors are of a non-skid nature and free of excessive wax.				
g. Adequate space and equipment is provided both indoors and outdoors, for physical activities and recreation.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
h. Lunchroom facilities include furniture, eating utensils and equipment suitable to the individual needs of the children.				
i. Doorways clear 36 inches in width.				
j. Rooms are well ventilated and contain a non-toxic chemical disinfectant to clean odors.				
k. Exits from the building are easily accessible for evacuation during an emergency.				
E. Education Programs				
1. Programs are available in the academic areas as well as the self-help areas.				
a. Academic programming is provided on linear basis allowing the student to progress from year to year in the areas of reading, verbal skills, written skills, and social skills.				
b. Self-help skills are provided on the basis of individual accomplishments of each child covering the areas of mobility, movement, personal care, relationship with others, as well as other observable self-help tasks.				
c. Programs are provided to aid the children in social adjustment and adaptability.				
d. Program activities are planned to provide growth in the cognitive, affective and psychomotor areas including remedial perceptual training.				
2. Individual learning prescriptions for each child are kept on file.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
3. Daily living skills, adapted physical activities and counseling are provided to all children needing these services.				
4. Appropriate techniques are utilized in the classroom to develop better self-concepts and to provide direction leading to increased self-control.				
5. Periodic evaluations of the educational progress of all children are kept on file.				
6. Teachers in classrooms have as a full-time assignment the instruction of those children assigned to that particular class.				
7. Special education classes at the elementary level for severely handicapped have an enrollment of no more than 10 pupils.				
8. Special education classes at the secondary level for severely handicapped have an enrollment of no more than 15 pupils.				
9. The special education instructional class does not exceed a chronological age range of 3 years.				
10. The instructional program provides each student with occupational skills leading to independence as an adult.				
11. Teachers incorporate assessment information, instructional objectives and evaluation data in their instructional planning.				
12. Program organization for a class is essentially the same as for other children of the same age in the school district. This applies to the length of the school day and participation in selected general school activities.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
13. There is evidence of periodic reporting to parents regarding the child's progress and behavioral adjustment.				
14. There is evidence that the teacher maintains periodic records for each child's individual instructional program.				
F. Qualifications				
1. Each teacher meets all the requirements for a certificate for this area of specialization.				
2. Each occupational therapist meets all the requirements for a certificate for this area of specialization.				
3. Each physical therapist meets all the requirements for a certificate for this area of specialization.				
4. A work-study coordinator has sufficient experience to administer a work-study program for physically handicapped children.				
5. A supervisor of a program holds certification as a teacher of handicapped children.				

PHYSICALLY HANDICAPPED

A child who manifests a condition which is incapacitating and includes orthopedic, neurological, and/or other medical and health conditions which result in the inability to benefit from the regular educational programs for non-handicapped children without some form(s) of special assistance.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

PHYSICALLY HANDICAPPED

Physically and other health impaired children are a population composed of those individuals with physiological impairments and concomitant educationally related problems requiring modification of programs to meet their educational needs. Children with crippling disabilities and other health problems often demand specialized intervention which may take place in any one of the following settings: a regular classroom with appropriate support services, a resource classroom, a self-contained classroom, a hospital or a home.

The children may also need adaptations in environment, instructional materials and curriculum modified to the extent to equalize their opportunities to compete with their academic peers to the degree required to promote and maintain their intellectual growth.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Children are of legal school age.				
2. Each child is capable of profiting from instruction as determined through an assessment procedure.				
B. Assessment				
1. The Committee on the Handicapped reviews and recommends placement of all pupils in these classes.				
2. Reports on the progress or lack of progress of any medical intervention which necessitated placement is reported to the Committee on the Handicapped.				
3. There is a process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement.				
4. There is a systematic procedure for re-evaluation of students.				
5. Adherence to the Commissioner of Education's Rules and Regulations.				
C. Comprehensive Program and Services				
1. A comprehensive program of instructional services is provided at the primary, intermediate, junior high, and senior high school levels.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. The programs have provisions for supervision and the services (if needed) a physical therapist, school psychologist and work-study coordinator.				
D. Housing, Facilities, Equipment and Materials				
1. Each physically handicapped child is housed in a classroom in an approved school building with children of comparable chronological age.				
2. There are adequate materials appropriate for the age, developmental ability and handicaps of the students in these classes.				
3. Each classroom housing a physically handicapped child has space adequate for the storage and handling of the special materials and equipment needed in the instructional program.				
4. All necessary special equipment and furnishings for the instruction, safety and treatment of physically handicapped children is provided.				
a. A building entrance is at ground level or equipped with an appropriate ramp, or other acceptable option.				
b. Classrooms, therapy rooms and the nurse's office are located on the first floor unless elevators are available, or other acceptable option.				
c. Drinking fountains and lavatories are appropriately equipped for crippled children, including necessary safety grab bars, or other acceptable option.				
d. Floors are of a non-skid nature and free of excessive wax, or other acceptable option.				
e. Adequate space and equipment is provided both indoors and outdoors for physical activities and recreation, or other acceptable option.				
f. Lunchroom facilities include furniture, and equipment suitable to the individual needs of the children, or other acceptable option.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
g. Exits from the building are easily accessible for evacuation during an emergency, or other acceptable option.				
E. Education Programs				
2. Programs for children in the categories of orthopedically handicapped, health impaired, brain injured and neurologically impaired are planned through:				
a. Stated objectives which are in concert with those objectives stated for other peers at the same grade level or same chronological age.				
b. Instruction in verbal communication, written communication, social skills and reading.				
2. Special education settings at the elementary level have an enrollment of no more than 10 pupils.				
3. Special education settings at the secondary level have an enrollment of no more that 15 pupils.				
4. Programs are provided in social adjustment and adaptability.				
5. Program planning incorporates activities in the cognitive, affective and the psychomotor areas including remedial perceptual training.				
6. The instructional program provides each student with occupational skills leading to independence as an adult.				
7. Teachers incorporate assessment information, instructional objectives and evaluation data in their instructional planning.				
8. Program organization for special classes are essentially the same as for other children of the same age in the school district. This applies to the length of the school day and participation in selected general school activities.				
9. There are policies for the selection and placement of physically handicapped children to be integrated into regular classes.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
10. Classes for physically handicapped children are organized so that provisions can be made for some children to receive full-time instruction from a special teacher, while others receive a portion of their instruction from a special teacher and are integrated into regular classes in proportion to the child's ability to succeed.				
11. The primary educational responsibility for any physically handicapped child integrated into a regular class on a part-time basis remains with the special education teacher in whose class he is enrolled.				
12. Itinerant Teachers and Resource Rooms:				
a. Itinerant teachers' use and the placement of pupils in resource rooms on the basis of academic and/or physical and social performance having a prognosis of showing a measureable improvement through a series of short term intensive instructional interventions. Assessment indicated that physically handicapped children could remain in regular classes or be transferred from special class and progress satisfactorily with such services.				
b. Pupils receive itinerant teacher and resource room instruction during the regular school day session in their school of registration for a portion of the regular school day not exceeding 50% per day outside the regular class.				
c. Adequate facilities, materials and equipment are available for the itinerant teacher or resource room.				
d. Itinerant and resource room teachers are certified as teachers of handicapped children.				
e. Programs are under the supervision and the direction of the special education supervisor.				
13. There is evidence that the teacher maintains periodic records for each child's individual instructional progress.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
14. There is evidence of periodic reporting to parents regarding the child's academic progress and behavioral adjustment.				
15. Daily living skills, adapted physical activities and counselling are provided to all physically handicapped children needing these services.				
16. Appropriate techniques are utilized in the classroom to develop better self-concepts and to provide direction leading to increased self-control.				
17. The District makes a periodic evaluation of the educational progress of all children.				
18. The age range of pupils receiving instruction in a special class does not exceed three years chronologically or academically.				
F. Home Teaching				
1. Children recommended for home instruction receive a medical examination on a periodic basis.				
2. Records on grades and progress of students on home instruction are regularly reported and kept on file in the local school.				
3. Teachers employed for home instruction are appropriately certified for the specified instruction assigned.				
4. Children recommended for home instruction at the elementary level receive at least 1 hour of instruction daily 5 days a week.				
5. Children recommended for home instruction at the secondary level receive at least 2 hours of instruction daily 5 days a week.				
6. Committees on the Handicapped review and evaluate children on a periodic basis for return to school.				
G. Qualifications				
1. Teachers meet all the requirements for a certificate for this area of specialization.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. The physical therapists (if needed) meet all the requirements for a certificate for this area of specialization.				
3. A work-study coordinator has sufficient experience to administer a work-study program for physically handicapped children.				
4. A supervisor of a program holds certification as a teacher of handicapped children				

VISUALLY IMPAIRED

A legally blind child with the visual capacity of 20/200 or less in the better eye with the best correction, or a field of vision restricted to a 20^{o} arc.

A child whose visual acuity in the better eye with best correction ranges between 20/70 and 20/200, including those children who can still function capably with their residual vision and who have a medically indicated progressive visual loss, operable eye diseases or a recurring serious medical eye problem affecting acuity.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

VISUALLY IMPAIRED

The handicapping condition of visual impairment diminishes the ability to synthesize external visual stimuli in the educative process of learning. The degree of loss determines the corresponding supplemental input required to maintain a pupil's intellectual potential. Provided with the appropriate special media materials, curriculum adaptations and in some instances supplemental instructional services through the itinerant teacher - resource room program, the visually impaired child can derive from the regular classroom curriculum and instruction that degree of knowledge required to promote and maintain intellectual growth.

The following recommended program standards outline the approaches that are educationally desirable and, when implemented in accordance with individual children's needs, will provide appropriate educational programs.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. The child is of legal school age.				
2. There is a current medical statement by a registered Opthalmologist or Optometrist with an indication of the useable vision.				
3. Pupils in this program are diagnosed as having visual capacity of 20/200 or less in the better eye with best correction or a restricted field of vision to a 20^{o} arc.				
4. Pupils in this program have a visual acuity in the better eye with best correction between 20/70 and 20/200, and who still function capably with their residual vision.				
B. Assessment and Placement				
1. The Committee on the Handicapped reviews each eligible pupil and provides a recommendation and assignment to appropriate educational services.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. There is written criteria to determine eligibility for and placement of pupils into educational programs.				
3. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of their child in appropriate program or services.				
4. Provisions for a systematic procedure to periodically reevaluate pupils in approved programs to assess their progress, current status and future needs.				
C. Comprehensive Program & Services				
1. The teacher(s) possess a certificate for teaching of the Blind and Partially Sighted as established by New York State Education Department.				
2. Instruction for orientation and mobility is made available for children who have severe visual impairment and who could benefit from such instruction.				
3. Instructional programs for all blind and partially sighted children include but are not limited to the following:				
a. All the required basic academic communication skills.				
b. Braille instruction (totally blind children only).				
c. Sight utilization.				
d. Orientation and mobility instruction.				
e. Study habits and use of special aids.				
f. Auditory skills.				
g. Social and personal management skills.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
h. Daily living and occupational skills.				
i. Adaptive physical education.				
j. Typewriting.				
4. Visually handicapped children receive supplemental instructional services dependent upon the child's individual needs and the teacher's evaluation.				
5. Any visually handicapped child whose major handicapping condition is a result of his or her visual loss is enrolled in and receives the greater portion of instruction in the regular integrated classroom.				
D. Itinerant Teaching Supplemental Services				
1. Supplemental services instruction, individually or in small groups, is provided by certified itinerant teachers of the blind and partially sighted.				
a. Services generally range from 1 to 5 children for part-time itinerant teacher.				
b. Services generally range from 6 to 15 children for full-time itinerant teacher.				
E. Resource Room Supplemental Service				
1. An appropriately equipped room staffed by a certified teacher of the blind and partially sighted to which the children enrolled in regular classrooms come at scheduled intervals for assistance, or as the need arises, for specialized instruction to supplement that of the regular classroom.				
a. Enrollment for blind children is a minimum of 4 and a maximum of 10.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
b. Enrollment for partially sighted children is a minimum of 5 and a maximum of 13.				
c. Enrollment for blind and partially sighted combined is based upon ages and needs of individual children, but in general ranges from minimum of 4 and a maximum of 13.				
2. Cooperative Class (Special Class)				
a. Only blind and partially sighted children who possess additional handicapping conditions and who manifest 24 months or more between their chronological and mental age are enrolled.				
b. The room is appropriately equipped and staffed by a certified teacher of the blind and partially sighted.				
c. Children receive supplemental educational instruction by a certified teacher of the blind and partially sighted children.				
d. The children enrolled receive no more than three-fourths of their instruction in the special class and are integrated in regular classrooms for the remainder of the school day.				
e. Minimum enrollment of legally blind and partially sighted is 3 children and a maximum enrollment of 7 children.				
f. Chronological ages do not exceed 3 years per class.				

MULTIPLY HANDICAPPED

A child who, because of the multiplicity of his handicapping conditions, requires intervention by more than one certified specialist in the area of education of the handicapped. For purposes of this section, visually impaired children shall be included, but those children whose second handicap is solely in the area of speech shall not be included.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

MULTIPLY HANDICAPPED

Multiply handicapped children are those children with a diversity of physical disabilities needing the educational intervention of more than one certified specialist to meet the educational need due to the condition related to the physiological problems. Many children with concomitant physiological disabilities have problems which are multi-dimensional to the extent that special mediation, remediation, and modification of curriculum may be necessitated, as well as adaptations in physical environment and instructional materials to the extent which offers the pupil the opportunity to develop his full intellectual potential.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Children who meet the following requirements are eligible for and may be placed in a special education program for children with multiple impairments.				
a. Each child is of legal school age.				
b. Each child is capable of profiting from instruction as determined through an assessment procedure.				
c. Each child certified as multiply handicapped shall be defined as meeting the specific criteria for program eligibility for each handicap				
d. Each child has a combination of severe sensory, communication, behavioral, developmental, and emotional problems and can benefit from the intervention by two or more program specialists certified in each area of specialty to provide special programming and methods.				
B. Assessment and Placement				
1. The Committee on the Handicapped has reviewed and recommended placement for all pupils.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. Medical consultation is provided on a continuing basis.				
3. The school district has written criteria to determine eligibility for and placement of students in this program.				
4. Adherence to Commissioner of Education's Rules and Regulations a. Assessment of achievement, adjustment and social adaptability potentials and functions.				
b. Placement of students on the basis of the individual student's needs.				
c. Process for providing an opportunity for a conference with parent(s) prior to placement of any student in approved programs or services.				
d. Provisions for a systematic procedure to re-evaluate students to assess their progress, current status and future educational needs.				
C. Education Program 1. Severely multiply handicapped are in a self-contained class or special school.				
2. Children are provided a program in academics and self-help skills.				
3. Academic programs are provided on a linear basis allowing a student to progress from year to year in the areas of reading, verbal skills and written skills.				
4. Social skills and self-help skills are programmed on the basis of individual accomplishments of each child covering the areas of mobility, movement, personal care, relationship with others, as well as other observable self-help tasks.				
5. Programs are provided aiding the child in social adjustment and adaptability.				
6. Student programming is planned for growth in the cognitive, affective and psychomotor areas, including remedial perceptual training.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
7. Daily living skills, adapted physical activities and counselling are provided to all multiply handicapped.				
8. Appropriate techniques are utilized in the classroom to develop better self-concepts and to provide direction leading to increased self-control.				
9. There is periodic evaluation and reporting of the educational progress of all children placed in the classes for multiply handicapped children.				
10. The enrollment in an instructional class is no more than 10 students at the elementary level.			✓	
11. The enrollment in an instructional class is no more than 15 at the secondary level.				
12. The age and ability range within an instructional class does not exceed three years.				
13. The Supervisor of the program holds a teaching certificate in Special Education.				

SPEECH, LANGUAGE AND HEARING HANDICAPPED

A speech, language and hearing handicap is one in which there is a markedly impaired ability to acquire, use or comprehend spoken language because of physical, mental or emotional reasons. This communication handicap includes vocal disorders resulting from or leading to pathological conditions of the vocal mechanism; disruptions in the normal flow of verbal expression; distorted articulation that interferes with ready intelligibility of speech; deficits in comprehension of spoken language associated with hearing impairment or other organic disabilities or psychological disturbances; and limited vocabulary and inability to formulate sentences. These disabilities are handicapping because they impede communication and consequently may affect the individual's psycho-social adjustment and/or acquisition of academic skills.

SEVERELY SPEECH IMPAIRED

A child with unintelligible speech or inability to communicate verbally who is provided daily instruction in regular or special classes by a certified teacher of the speech and hearing handicapped.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

SPEECH, LANGUAGE AND HEARING HANDICAPPED
And
SEVERELY SPEECH IMPAIRED

The educational management of children with severe speech impairment differs from that of the total population of children with speech, language and hearing handicaps only in respect to the amount of special services that are required. The majority of children with speech, language and hearing handicaps are enrolled in the regular classroom. Those enrolled in special classes and resource room programs require instructional programs designed to develop communication skills needed to profit from academic instruction. Although the underlying handicapping condition for many children may not be remediable, the speech behavior can be altered.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Each child is of legal school age.				
2. Children with unintelligible speech or an inability to communicate verbally and who require daily instruction throughout the school year by a certified teacher of speech and hearing handicapped.				
3. Other children with speech, language and hearing handicaps receive instruction at least twice a week.				
B. Assessment and Evaluation				
1. Diagnostic speech, hearing and language examinations are administered by the appropriate specialists including the teacher of speech and hearing handicapped, otologist, neurologist, laryngologist, audiologist, psychologist or other appropriate personnel as necessary prior to assignment to a special class, resource room, or itinerant specialist's program.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. Assessment of speech and language achievement is determined, wherever possible, on the basis of appropriate standardized tests.				
3. The Committee on the Handicapped reviews the diagnostic and evaluation reports.				
4. The Committee recommends assignment to the program option that best suits the child's needs.				
5. At the end of the school year each child is re-evaluated.				
6. The assessment report is given to the Committee on the Handicapped for review to determine termination of program, assignment to another program option, or termination of special assistance.				
C. Program Options				
Itinerant Programs for Speech, Language and Hearing Handicapped who are not severely speech impaired				
1. Individual instruction is provided for a minimum of two sessions per week for a minimum of 20 minutes per session.				
2. If group instruction is appropriate, no more than 5 children will be scheduled simultaneously for a minimum of two sessions per week of 30 minute instructional periods.				
3. An itinerant teacher of speech and hearing handicapped has a caseload ranging from 20 to 60 children per week.				
4. The itinerant teacher of speech and hearing handicapped travels to two school buildings a week.				
Itinerant Programs for Severely Speech Impaired				
5. Individual instruction is provided a minimum of 30 minutes each day.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
6. If group instruction is appropriate, no more than 3 children are scheduled simultaneously.				
7. A minimum of 60 minutes per day is scheduled where group instruction is provided.				
Resource Room				
1. Resource rooms for speech, hearing and language impaired children include one or more children with severe speech impairments.				
2. Enrollment in the resource room ranges from 8 to 15 pupils.				
3. Individualized instruction is provided for periods ranging from 30 to 90 minutes daily throughout the school year for severely speech impaired.				
4. If group instruction is offered no more than 3 children with severe speech impairment are scheduled simultaneously.				
5. A minimum of 60 minutes per day is scheduled where group instruction is provided for children with severe speech impairment.				
6. The resource room teacher is certified as a teacher of speech and hearing handicapped.				
Self-Contained Class				
1. Severely speech impaired (aphasic) children who are grouped homogeneously for instruction and whose primary disability does not qualify them for special classes for the retarded or the deaf are assigned to a self-contained class.				
2. Class size does not exceed 10 pupils.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
3. Amount of specialized instruction - daily instruction for the major part of the school day is provided by the specialist throughout the school year.				
4. Specialist - the class is taught by a certified teacher of speech and hearing handicapped who is competent in the area of language acquisition and early childhood development or elementary education.				
D. Qualifications				
1. The teacher of severely speech impaired children meets the requirements for certification of teachers of speech and hearing handicapped as established by the State Education Department.				
2. The supervisor of programs for speech, hearing and language handicapped children holds a supervisory certificate in addition to certification as a teacher of speech and hearing handicapped.				

SEVERELY HANDICAPPED (DEAF)

A child with a hearing handicap in excess of 80 decibels (ISO) in the better ear whose degree and type of hearing loss is so severe that spoken language cannot be acquired normally and whose receptive and expressive communication skills are so limited that additional supportive services are necessary. This child would be in need of a highly specialized program with teacher/pupil ratio not to exceed 10 to 1 and with specially certified teachers of the deaf along with additional support services.

HEARING IMPAIRED

A child with a hearing handicap of 40 db or greater (ISO) in the better ear whose hearing loss precludes his functioning normally in a regular classroom situation without the supportive services of an itinerant teacher or a resource room program.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

HEARING IMPAIRED
And
SEVERELY HANDICAPPED (DEAF)

HEARING IMPAIRED - Children who are hearing handicapped are frequently referred to as hard of hearing. This handicapping condition interferes with a child's ability to comprehend language and may also interfere with the production of speech. Special aids such as hearing aids serve to partially alleviate the condition. If a child is provided with the ancillary help needed in terms of speech services, auditory stimulation and language development, maximal educational growth will occur.

When the hearing handicap is profound, the child is frequently referred to as deaf. Expressive and receptive language is minimal and it is necessary to work with small groups of children using highly specialized curricula along with auditory and visual media designed to facilitate the development of speech and language comprehension. The teacher must have special preparation to provide this educational environment.

SEVERELY HEARING HANDICAPPED - (Deaf) - A severe hearing handicapping condition greatly reduces the processing of auditory stimuli. As a consequence, language development and auditory comprehension are severely restricted, as is speech production.

It is necessary to provide small group settings and intensified individualized instruction by qualified staff to ameliorate this educational problem. The curriculum used must be gihgly specialized and individualized, containing special auditory and visual media designed to promote cognitive development through the maximal stimulation of sensory modalities. When provided with the appropriate program, the deaf child can be expected to function to his maximum capacity.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Hearing impairment of 40 db (ISO) or greater in the better ear.				
a. Pupil is of legal school age.				
b. Pupil is capable of profiting substantially from instruction as determined by the Committee on the Handicapped after appropriate assessment procedures.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
E. Assessment and Placement				
1. The Committee on the Handicapped reviews and recommends placement of all pupils.				
2. Placement of students in educational programs for hearing impaired children is based upon the needs of each child.				
3. A current audiological and physical examination (including ears, nose and throat) is required for placement in an approved special education unit for hearing impaired children.				
4. Periodic evaluations are provided for continued placement in an approved program.				
5. A deaf child with an average hearing loss of 80 db or greater (average of 500, 1000, and 2000 Hz) in the better ear, and a binaural PB max score of 60% or less is eligible for assignment to a self-contained class for the deaf.				
6. Audiological, psychological and language assessments and standardized achievement test scores presented to the Committee on the Handicapped for determination of appropriate placement.				
7. A hearing impaired child with a hearing loss ranging from hard of hearing to deaf, an average hearing loss of 40 db (average of 500, 1000, and 2000 Hz) or greater or a binaural speech discrimination score (PB max) of 80% or less, is eligible for a resource room program for hearing impaired children.				
8. Evidence exists that the deaf child can compete academically with his hearing peers, if he is enrolled in a resource room program.				
9. Psychological evaluation of hearing impaired children is based on non-verbal standardized examinations administered by psychologists experienced in testing deaf children.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
10. Language evaluations of hearing impaired children are administered by a teacher of the deaf or teacher of speech and hearing impaired who has experience examining deaf children. Standardized tests of oral comprehension of vocabulary and syntax are used to determine language skill.				
C. Programs and Services				
1. Programs are provided with supervision by qualified specialists.				
2. Programs are provided the services of a work study coordinator, guidance counselor, educational aide, psychologist, audiologist, and certified teachers of physical education, creative arts, and speech and hearing handicapped.				
3. Special educational programs provide the need for vocational education as well as the program components needed to prepare children for post-secondary schooling.				
4. The modes of communication used with hearing impaired children include any or all of the following: oral language and speech reading, cued speech, the written work, finger spelling and manual communication.				
5. Tutorial assistance to children in resource rooms and itinerant programs is provided by a certified teacher of the deaf or of speech and hearing handicapped.				
6. The curriculum offered in the self-contained class for the deaf is the State curriculum for elementary and secondary education adapted to meet the needs of the children. In addition, language development, training in auditory comprehension and speech correction are provided.				
7. Periodic reporting is made to parents regarding child's academic progress and behavioral adjustment.				
8. Self-Contained Class for the Deaf.				
a. A self-contained class for the deaf is taught by a certified teacher of the deaf.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
b. There are six to ten deaf children per self-contained class.				
c. Chronological age span is no more than three years.				
d. There are separate classes for deaf children with average or better than average intelligence and for retarded deaf children.				
9. Program organization for an instructional program shall be essentially the same as for other children of the same age in the school district. This applies to the length of the school day and participation in general school activities.				
10. Resource room for hearing impaired.				
a. A resource room for deaf and hard of hearing children, taught by a certified teacher of the deaf or by a teacher of speech and hearing handicapped who has training in elementary or secondary education and experience in working with the hearing impaired may be approved for 8 to 15 hearing impaired children who are enrolled in regular classes with their hearing peers.				
b. Each child will spend as much time as needed in the resource room to enable him to function in the regular classes.				
c. The classroom is provided with a group amplification system.				
11. Itinerant teacher program.				
a. Specialized instructional services to hearing impaired children are provided by a teacher of speech and hearing handicapped or a teacher of the deaf.				
D. Qualifications of Supervisor of Program				
1. The supervisor of programs for hearing impaired children holds a supervisory certificate in addition to certification as a teacher of the deaf or teacher of speech and hearing handicapped.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
E. Housing Facilities, Equipment and Materials				
1. Programs are housed in an approved school building with normally hearing children.				
2. All classrooms are provided with group amplification systems.				
3. Provisions are made for maintenance and repair of all electronic equipment utilized in the program.				
4. There are adequate materials appropriate for the age, developmental ability, and handicaps of the students.				

LEARNING DISABLED

Although the term "Learning Disabled" currently is widely used in New York State, it is not included in the Commissioner's Regulations as a handicapping condition. The following definition is but one of many which appear in the literature and is intended as illustrative of the general direction of the field. Presently, in New York State, "learning disabled" is sometimes used as a broad program label; frequently it is a designation for a special class of brain injured, emotionally disturbed or educable mentally retarded students; and it often is used to identify individual students whom a district prefers not to label with one of the three legal designations currently in State Education Law.

"Learning Disabled" students are not aidable under the provisions of Chapter 241. While local Committees on the Handicapped have the option to refer to physically, mentally or emotionally handicapped children as "learning disabled" children for local purposes, when submitting information to the State Education Department relative to numbers and types of handicapped children, the only pertinent categories are those which appear in the Regulations of the Commissioner of Education.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

LEARNING DISABLED

The following guidelines are suggested for purposes of reviewing educational programs and services for children referred to as being "learning disabled".

Programs should stress individual attention to specific learning problems through organization of a variety of instructional activities and services.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Children who meet the following requirements are eligible and may be placed in a special education program for children who are learning disabled:				
a. Are of legal school age.				
b. Are capable of profiting substantially from instruction as determined through:				
1). Evidence based on more than one individually administered evaluation that supports the contention that the child exhibits a significant discrepancy between academic potential and achievement.				
2). Documentation that this discrepancy cannot be accounted for by emotional problems, lack of motivation, poor general health or an inadequate instructional program.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
3). Documentation that the child has participated in a traditional program of reading readiness.				
4). Documentation that the child has had an opportunity to participate in a well organized remedial reading program prior to being categorized "Learning Disabled".				
5). Documentation that the child has attended school regularly for at least one school year.				
c. Do not have severe hearing, visual, motor or emotional involvement, and are unable to function effectively within the regular class setting without supportive services.				
B. Assessment and Placement				
1. Adherence to Commissioner of Education's Rules and Regulations.				
2. The Committee on the Handicapped reviews and assigns pupils for appropriate services.				
3. There are written criteria to determine eligibility for, and placement of, students in programs.				
4. There is a systematic procedure to provide on-going evaluation of students.				
5. No pupil whose primary handicapping condition is considered learning disabled is enrolled in a full-time self-contained special class.				
6. Placement requires active involvement of the resource room teacher in concert with regular class teachers of those children enrolled in the resource room.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
C. Comprehensive Program				
1. Special services are provided for Learning Disabled pupils at all levels within the school district.				
2. The learning disabled program is directed by administrative and supervisory personnel who have had training and experience in the field of teaching Learning Disabled pupils.				
3. Provision is made for resource staff including the administrator, supervisor, regular grade teacher, school psychologist, guidance counselor, and teacher of speech and hearing handicapped, to aid in facilitating school placement and school programming to meet the needs of Learning Disabled children more effectively.				
4. Teachers of Learning Disabled children work with special subject teachers to promote more effective learning experiences for handicapped pupils.				
5. In-service training is planned for all staff members working with Learning Disabled students.				
6. Provision is made for at least the minimum amount of ancillary instructional time as received by their non-handicapped peers.				
7. Programs should provide children with art, music, and physical education experiences conducted by appropriately trained staff.				
D. Programs and Services				
1. The instructional program provides each student with academic, social and occupational skills leading to independence as an adult.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. Teachers incorporate assessment information, instructional objectives and evaluation data in the instructional program.				
3. Outdoor education as an optional learning environment is part of the learning disabled program.				
4. A complete written educational report, for each child enrolled in an approved program is available.				
5. The report includes a social-behavioral assessment, [illegible] evaluation, academic evaluation, outline of the education program, and a plan to return the child to the regular school program.				
6. There is evidence that the teacher maintains daily records of each child's academic and social progress.				
7. There is evidence of periodic reporting to the parents regarding the child's academic progress and social adjustment.				
8. Appropriate techniques are utilized in the classroom to minimize trial and error learning and to develop better self-concepts.				
9. A minimum of 5 hours of instruction per week is provided by itinerant teachers.				
10. Resource rooms have an enrollment of not more than 15 children.				
11. Learning disabled children spend not more than 50% of their school day in the resource room.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
E. Housing, Facilities, Equipment and Materials				
1. There are adequate materials appropriate for the age, developmental ability and handicaps of Learning Disabled students.				
2. Adequate materials and equipment are made available to the teacher. They shall include assessment materials for reading, math, writing, and social behavior.				
3. Resource areas of the school such as the library, the gymnasium, art room and auditorium are available.				
4. Adequate funding is available for the purchase of the necessary equipment and supplies needed by Learning Disabled children.				

EMOTIONALLY DISTURBED

A child whose condition has been determined to be such by a school psychologist or an approved mental clinic or a psychiatrist. In this regard an "emotional reason" means a condition of psycho-social origin leading to behavior which interferes with the child's ability to adjust to and benefit from existing regular class programs.

SEVERELY EMOTIONALLY DISTURBED

A child whose emotional disturbance is so severe that the child is unable to relate to other children and may have an absence of speech, and who requires individual or small group instruction at a pupil/teacher ratio not to exceed 8 to 1, and in addition needs the support of clinical services. A severely emotionally disturbed child is one whose condition has been determined to be such by a school psychologist or an approved mental health clinic or a psychiatrist.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

EMOTIONALLY HANDICAPPED

The following guidelines are suggested for purposes of reviewing educational programs and services for children referred to as being "emotionally handicapped".

Of particular concern is development of comprehensive programs which stress goals of normalization, integration, and academic achievement. Therefore, in addition to special class placement, both resource rooms and itinerant teachers should be utilized depending upon the severity of need of the children. The use of instructional specialists such as reading, physical education, art and music teachers should be encouraged. A necessary part of a quality program means the involvement of pupil personnel services focusing upon the contributions of guidance personnel, social workers, psychologists and school nurse teachers. The maximizing of program diversities and personnel specialists should bring comprehensive services to the emotionally handicapped child.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Children who meet the following requirements are eligible and may be placed in a special education program for children with emotional handicaps:				
a. Is of legal school age.				
b. Is capable of profiting substantially from instruction as determined through:				
1). An individual assessment procedure administered by a school psychologist or an approved health clinic or a psychiatrist.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2). An individual educational assessment that includes standard test data and teacher observations of academic and social behaviors.				
c. Does not have severe hearing, visual or motor involvement, but is unable to function effectively within the regular class setting without supportive services.				
B. Assessment and Placement				
1. The Committee on the Handicapped reviews and assigns pupils for appropriate services.				
2. There are written criteria to determine eligibility for, and placement of, students in programs.				
3. There is a systematic procedure to re-evaluate students at least annually.				
C. Comprehensive Program				
1. The school has developed a clearly written statement of objectives which reflects the philosophy that each emotionally handicapped child will receive educational opportunity.				
2. The special education program is directed by administrative and supervisory personnel who have training and experience in the field of teaching emotionally handicapped pupils.				
3. Special services are provided for emotionally handicapped pupils at all levels within the school district.				
4. Provision is made for the participation of emotionally handicapped students with regular grade pupils either as a total group, as individuals, or in small groups in the general activities of the				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
school as well as special subject areas.				
5. Provision is made for resource staff including the administrator, supervisor, special class teacher, regular grade teacher, school psychologist, guidance counselor, teacher of speech and hearing handicapped to aid in facilitating school placement and school programming to meet the educational needs of emotionally handicapped children more effectively.				
6. Teachers of emotionally handicapped children work with special subject teachers to promote more effective learning experiences for handicapped pupils.				
7. Periodic in-service training is planned for staff members working with the emotionally handicapped.				
D. Programs and Services				
1. The instructional program provides each student with academic, social and occupational skills leading to independence as an adult.				
2. Teachers incorporate assessment information, instructional objectives and evaluation data in the instructional program.				
3. Outdoor education as an optional learning environment is part of the special education program.				
4. A complete written educational report for each child enrolled in an approved program is available.				
5. The report includes a social-behavioral assessment, psychological evaluation, academic evaluation, an outline of the education program and a plan to return the child to the regular school program.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
6. There is evidence that the teacher maintains periodic records of each child's academic and social progress.				
7. There is evidence of periodic reporting to the parents regarding the child's academic progress and social adjustment.				
8. Appropriate techniques are utilized in the classroom to minimize trial and error learning, to develop better self-concepts and to provide direction leading to increased self-control.				
9. Resource rooms have an enrollment of no more than 15 children.				
10. Children do not spend more than 50% of their school time in the resource room.				
11. A minimum of 5 hours of instruction per week is provided by itinerant teachers.				
12. Chronological age range of children receiving group instruction does not exceed 3 years.				
E. Housing, Facilities, Equipment and Materials				
1. Each special education class is housed in a building for children of comparable school age.				
2. There are adequate materials appropriate for the age and developmental ability of students in these programs.				
3. Special class facilities are large enough to accommodate special equipment, teaching materials and individualized and small group instruction.				
4. Classrooms are equipped with desks and chairs in varying sizes to accommodate the physical development of children within the age range				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
of the class. Adequate tables and chairs for class activity and small group work are available.				
5. Adequate materials and equipment are made available to the teacher. They shall include assessment materials for reading, math, writing and social behavior.				
6. Resource areas of the school such as the library, the gymnasium, art room and auditorium are available for the program.				
7. Adequate funding is available for the purchase of the necessary equipment and supplies needed by both the special classes and special subject areas such as art, music and physical education.				
8. All weather play areas are available.				
9. The classroom library has suitable books, pamphlets, magazines, newspapers, pictures, and materials related to the interests and abilities of the emotionally handicapped pupils.				

EDUCABLE MENTALLY RETARDED

A child who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) is determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population, cannot profit from regular classroom instruction but may be expected to profit from a special education program for the educable.

TRAINABLE MENTALLY RETARDED

A child who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) is determined to possess general intellectual capacity that falls lower than 3 standard deviations below the mean of the general population, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from a special education program for the trainable.

SUGGESTED PROGRAM ASSESSMENT CHECKLIST

For

EDUCABLE MENTALLY RETARDED
And
TRAINABLE MENTALLY RETARDED

EDUCABLE MENTALLY RETARDED - A child who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) is determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population, cannot profit from regular classroom instruction but may be expected to profit from a special education program for the educable.

TRAINABLE MENTALLY RETARDED - A child who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) is determined to possess general intellectual capacity that falls lower than 3 standard deviations below the mean of the general population, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from a special education program for the trainable.

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
A. Eligibility				
1. Children who meet the following requirements are eligible for and are placed in a special program for educable mentally retarded children:				
a. Pupil is of legal school age.				
b. Pupil is capable of profiting substantially from instruction as determined by the Committee on the Handicapped after appropriate assessment procedures.				
c. Pupil is in the intelligence range prescribed by the Commissioner of Education's Rules and Regulations, (includes psychological examination.)				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
d. Pupil cannot meet the academic and social behavioral expectations of the regular instruction program in that school because of a significant performance deficit in the basic educational area as determined through an educational assessment that includes standardized test(s) and/or classroom observational data which indicates a long term need for a modified educational program.				
B. Assessment and Placement				
1. The Committee on the Handicapped serves as an advocate of the handicapped child, assumes responsibility for the early diagnosis, prescription and educational placement of each child so designated, monitors all programs to insure a continuing delivery of services and reports periodically to the chief school administrator.				
2. The school district has written criteria to determine eligibility for, and placement of, students in approved programs and services. Such criteria include:				
a. Adherence to Commissioner of Education's Rules and Regulations and the Education Law governing handicapping conditions.				
b. Assessment of achievement, adjustment and social adaptability.				
c. Priorities to establish placement of students on the basis of the individual student's need.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
d. Process for providing an opportunity for a conference with parent(s) or guardian(s) prior to placement of any student in approved programs or services.				
e. Provisions for a systematic procedure to re-evaluate students in approved programs to assess their progress, current status and future educational needs.				
f. Review and recommendations by the local school district Committee on the Handicapped.				
C. Comprehensive Program and Services				
1. The school district has a comprehensive plan for special education.				
a. A comprehensive program is provided which consists of instructional services at early elementary, intermediate, junior high school and senior high school levels, (consideration of similar services for pre-school age mentally handicapped children, in accordance with the permissive Education Law is highly desirable).				
b. The comprehensive program provides for supervision and the services of a speech correction teacher, school psychologist, school social worker, guidance counselor, special teachers (i.e. those providing supplementary instructional services, such as physical education, music, art, home economics and shop) and work-study coordinator.				
c. A comprehensive program provides the following options for eligible students based on assessed needs:				
1). Instruction in academic areas by the special class teacher.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2). Participation with the general student body in selected school activities, such as home room, assemblies, chorus, school band, sports, recreation and clubs.				
3). Participation with the general student body in selected non-academic subjects.				
4). Instruction in selected academic areas with general education teachers provided that: the instructional level is comparable to the level of performance expected of the mentally handicapped student whose placement within a given academic area is being considered.				
5). The placement is in accordance with a prescribed plan for students indicating specific behaviorally-oriented objectives to be reached as a result of the assignment, length of time the assignment is to continue, and process for re-evaluation.				
D. Housing, Facilities, Equipment and Materials				
1. The special education class is housed in an approved school building housing children of comparative school age.				
2. There are adequate materials appropriate for the age and developmental ability and handicaps of the students in these units.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
E. Educational Programs				
1. The instructional program provides each student with academic, social and occupational skills leading to independence as an adult.				
a. The school district maintains written measurable educational objectives for each level of instruction and for each of the skill areas: academic, social and occupational.				
b. The work-study phase of the junior and senior high school program is an integral part of the total curriculum for these students and provides each student with:				
1). Planned objectives leading to one or more occupational skills appropriate to the child's potential.				
2). Opportunity for practical work experience and/or occupational skill training appropriate to the child's potential.				
c. Students are provided instruction by specialists in each of the following subjects: physical education, art, music and industrial arts at the elementary level; physical education, music, art, home economics, industrial arts, occupational education and driver education at the secondary level. Classroom instruction should be determined by and adjusted to the abilities of each student with the assistance of qualified teachers and supervisors of the mentally retarded.				
d. Students progress is individually assessed in accordance with these objectives:				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
1). There is evidence of the assessment process for each child receiving instruction in these units.				
2). There is evidence of planned written progress reports to parents.				
3). Pupils are not excluded from special classes unless it is determined after appropriate evaluation that said pupil is not able to benefit from the program offered as determined by the Committee on the Handicapped.				
4). At the request of a parent or guardian of an exempted pupil, the district entertains reconsideration at least once a year.				
5). There is evidence of written procedures to re-assess educational objectives systematically at least every three years in light of analysis of the needs of the handicapped children in the program.				
6). Teachers of full time approved programs are not assigned to instruct non-eligible children as part of their responsibilities.				
7). The primary responsibility for the educational instruction of each mentally retarded child placed with the program remains with the special teacher all day, the responsibility is determined a full time one.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
8). Each special teacher has the equivalent of one special education program as a full time assignment. While not all MR students remain with the special teacher all day, the responsibility is determined a full time one.				
9). All placement and evaluation records for each child are available to the classroom teacher in these programs and the parents as well.				
F. Qualifications				
1. The teacher of classroom programs meet all the requirements for certification of teachers of educable mentally retarded children as established by the State Education Department.				
2. The supervisor of programs for the educable mentally retarded meets the following qualifications:				
a. Holds a general supervisory certificate.				
b. Shows evidence of teaching experience in approved classes for the mentally retarded, or an equivalent experience.				
3. The work-study coordinator has sufficient experience to administer a work-study program for mentally retarded students.				
G. Special Classes for the Educable Mentally Retarded				
1. The chronological age range of children in a special class does not exceed three years.				

	Degree of Condition			
	All Yes	Some	None No	Unknown NA
2. The total enrollment in a special class at the elementary level does not exceed fifteen; at the secondary level, it does not exceed eighteen.				
3. Teachers of these classes are certified as teachers of the mentally retarded.				
H. Special Classes for Trainable Mentally Retarded				
1. The chronological age range of children in a special class does not exceed four years.				
2. The total enrollment in a special class for children under chronological age 12 does not exceed ten children; for children over chronological age 12, it does not exceed twelve children.				
3. Teachers selected for these classes are certified as teachers of the mentally retarded.				